

THE DRIVER EDUCATION CURRICULUM

SEGMENT 2

THE INSTRUCTOR'S MANUAL

Guidance for Curriculum and Lesson Plans

Revised, April 2001



Segment 2, Revised, of the Michigan Department of State Driver Education Curriculum, was developed by Allen Robinson, Ph.D., of the Highway Safety Center, Indiana University of Pennsylvania, and Terry L. Kline, Ed.D., Traffic Safety Institute, Eastern Kentucky University, with a state funded grant from the Office of School Support Services, Michigan Department of Education. Training activities for the Workbook and Instructor Manual for Segment 2, Revised, were produced in part with funds from the Office of Highway Safety Planning, Michigan Department of State Police.

MICHIGAN DEPARTMENT OF STATE

**MICHIGAN DEPARTMENT OF STATE
DRIVER EDUCATION CURRICULUM
SEGMENT 2, REVISED**

FOREWORD

Segment 2, Revised, of the Michigan Driver Education Curriculum, is based upon the recognition that among the primary learning objectives in the preparation of youth for adult living should be a framework for the continual acquisition of competencies and skills for responsibly and safely operating a motor vehicle. Thus, Segment 2, Revised, presents a framework for successful risk management, thoughtful and timely decision making, and effective problem solving practices among both adolescent drivers and passengers.

The interactive framework of Segment 2, Revised takes place through the student's active participation and reflective feedback. The curriculum requires small group learning situations in which student participants are encouraged to interact congruently with others with shared experiences and recognition of risk-taking situations and commonly perceived problem solving. The practices and activities of Segment 2, Revised, are designed to broaden the driver's education, knowledge, and skills acquired in Segment 1 so that students will avoid situations, incidents and crashes resulting in injury or fatalities among themselves as drivers or passengers.

We are particularly grateful for the encouragement of Ms. Betty Mercer, Office of Highway Safety Programs, Department of State Police, and Ms. Susan Perkowski Anderson, Office of School Support Services, Michigan Department of Education, who facilitated collaborative efforts for the revision of Segment 2.

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**MICHIGAN DEPARTMENT OF STATE
DRIVER EDUCATION CURRICULUM
SEGMENT 2, REVISED**

PREFACE

Public Act 387 of 1996 instituted a new approach for preparing Michigan youth under the age of 18 to become responsible and perceptive drivers. Commonly called the Graduated License Act, it provides for a graduated licensing process and a comprehensive curriculum, Segment 1 and Segment 2, with expanded learning opportunities designed to help the young driver acquire essential knowledge and skills to reduce crashes, serious injuries, and traffic-related fatalities. During April 1997, copies of Segment 1 and Segment 2 were disseminated among Michigan public schools and approved driver training schools.

Learning activities in Segment 1 focus on: Vehicle Familiarization; Basic Control Tasks; Driver Fitness Tasks; Intermediate and Advanced Control Tasks; Legal Awareness Tasks; Car Care; and Driver Performance. Segment 1 provides for a minimum of 24 hours of classroom instruction and activities and six hours of driving instruction. Segment 2 provides for a minimum of 6 hours of additional classroom instruction three months after the student has completed Segment 1.

A Michigan Driver Education Advisory Committee made an analysis of learning activities in Segment 2. The committee made many recommendations for revisions in Segment 2 that would be more closely aligned with the intent of the comprehensive and graduated license approach and that would more likely prompt youth under the age of 18 to become more responsible and perceptive drivers.

The Michigan Department of Education contracted with Allen Robinson of the Highway Safety Center, Indiana University of Pennsylvania and Terry L. Kline, Traffic Safety Institute, Eastern Kentucky University to develop a revised Segment 2 curriculum and to develop a corresponding professional development training module for driver education teachers. The Office of Highway Safety Planning facilitated a Driver Education training workshop where driver education teachers learned the new techniques and methods for teaching the Segment 2, Revised curriculum.

The Michigan Driver and Traffic Safety Education Association, in collaboration with the Traffic Safety Association of Michigan, with a grant from the Office of Highway Safety Planning, agreed to facilitate Segment 2, Revised training workshops for Michigan's driver education teachers. These workshops provide opportunity for the state's driver education teachers to obtain enhanced skills for more effectively teaching adolescents to become responsible and perceptive drivers.

**MICHIGAN DEPARTMENT OF STATE
DRIVER EDUCATION CURRICULUM
SEGMENT 2, REVISED**

INTRODUCTION

Segment 2, Revised, of the Michigan Driver Education Curriculum, contains unique formats and delivery techniques. The focus of the Segment 2, Revised curriculum is on risk education principles, the effects of driver behavior characteristics on driver performance, and new vehicle technology. The materials in Segment 2, Revised, are also designed to form a basis for development of inquiry approaches to enhance the learner's knowledge, skills, and understandings of the effects of anger, fatigue, and use of alcohol.

The Driver Education teacher of Segment 2, Revised accepts the role of facilitator to encourage interaction and inquiry when using this curriculum format and guide. The goals of this approach are to (1) encourage peer interaction regarding risk perception and decision-making; (2) develop an understanding of the physical demands of driving, and; (3) discover techniques to interact with new vehicle technologies. Small group and large group discussion techniques are used to encourage sharing of concepts and peer interaction throughout Segment 2 activities. The basic format is designed to encourage facilitator creativity in presentations and wise use of time frames for each of the three 2-hour sessions.

Options are presented to meet the diverse needs of both teacher and student. Recommended assessment activities include a variety of options, including pre- and post-assignments. Facilitators are encouraged to use assessment measures associated with discussion, inquiry, and assimilation of course content. The goal of the assessment activity is to indicate student understanding and willingness to accept responsibility for risk reduction principles presented in Segment 2, Revised.

The format is designed to indicate corresponding facilitator tasks, lesson objectives and activities, and support materials. Each of the three sessions is designed to be completed within a two-hour time format. Each session preview provides a list of objectives, time frames, and facilitator tasks that can also be used as lesson plan outlines. Each session narrative provides a step-by-step process for lesson delivery and activities options. The first session focuses on inquiry learning methods; the second session focuses on inquiry and discussion; and the third session focuses on sharing and using vehicle technology.

SESSION ONE: MENTAL AND PERCEPTUAL AWARENESS
(Two Hours)

GOAL A: COURSE INTRODUCTION (10-15 minutes)

1. Register and Pretest
2. Course Requirements and Content

GOAL B: DEVELOPING RISK AWARENESS (40-50 minutes)

1. Identifying High Risk Situations (20-25 minutes)
2. Identifying Methods to Reduce Risk (20-25 minutes)

GOAL C: MAKING EFFECTIVE DECISIONS (40-50 minutes)

1. Identifying Consequences (20-25 minutes)
2. Identifying Driver Errors (20-25 minutes)

GOAL D: SESSION ASSIGNMENTS (10-15 minutes)

1. Reading
2. Articles
3. Writing
4. Optional

Tasks/Activities Summary

SESSION ONE

Two Hours

TASK/ACTIVITIES

RESOURCES

<input type="checkbox"/> Register and pretest participants.	<i>Materials (Appendix A) “Student Record”, “Pretest”, “Questionnaire”</i>
<input type="checkbox"/> Provide a copy of course requirements and review as an introductory activity.	<i>Provided by school district</i>
<input type="checkbox"/> Develop a small group discussion using a portion of the video entitled, “Don’t Wreck Your Life.”	<i>Materials (Resource List)</i>
<input type="checkbox"/> Have the class identify the factors or reasons for the high risk activities.	<i>Materials (Appendix A) “Risk Awareness Part One”</i>
<input type="checkbox"/> Use the group discussion technique to determine methods that they may have experienced to reduce the risk causes or factors identified by the group.	<i>Use Flip Chart or Chalkboard</i>
<input type="checkbox"/> Encourage a small group discussion or use a portion of the video entitled, “Don’t Wreck Your Life” as method to identify consequences.	<i>Materials (Resource List)</i>
<input type="checkbox"/> Have the class identify the types of consequences for the high risk activities identified by each small group.	<i>Materials (Appendix A) “Risk Awareness Part Two”</i>
<input type="checkbox"/> Encourage a small group discussion using a portion of the video entitled, “Young Drivers: The High Risk Years” as a method to identify driver errors associated with collisions or use a video of a local school on-street lesson that demonstrated driver errors and problem situations.	<i>Materials (Resource List)</i>
<input type="checkbox"/> Have the class identify the types of driver errors identified by each small group.	<i>Materials (Appendix A) “Risk Awareness Part Three”</i>
<input type="checkbox"/> Optional assessment tools	<i>Materials (Appendix A)</i>
<input type="checkbox"/> Class participants should read pages 1 to 5 and pages 77 to 91 in the text, “How to Be a More Perceptive Driver.” The class participants should write three to five paragraphs on the reasons for risk-taking and at least one method to make reduced-risk decisions. The class participants should bring at least one article regarding a recent traffic collision.	<i>Materials (Resource List) Provided by school district</i>
<input type="checkbox"/> Remind the participants that the assignments are required for Session Two of this class and may serve as an assessment tool.	<i>Provided by school district</i>

GUIDANCE FOR TEACHING AND LEARNING

SESSION ONE: Mental and Perceptual Awareness

GOAL A: **Course Introduction** (10-15 minutes)

- ☐ Register and pretest participants prior to the start of the coursework.
- ☐ Provide a copy of course requirements and review as an introductory activity.

The introduction may include:

- Course Title
- Facilitator
- Class Meeting Dates
- Completion Requirements
- Purpose of the Driver Enhancement Program
- Class Handouts

GOAL B: Developing Risk Awareness (40-50 minutes)

Objective 1. The student will identify high-risk situations.

- ☐ Develop a small group discussion or use a portion of the video entitled, “Don’t Wreck Your Life” as a method to identify risks associated with driving an automobile.

...Involve groups of four to six participants in determining the types of high-risk situations they have experienced. Use the handout sheet to have each group report on one or two of the situations discussed.

- ☐ Have the class identify the factors or reasons for the high-risk activities identified by each small group.

...Start the video after the PSA section and use the handout sheet to have each participant identify one of the situations discussed as a high-risk problem.

- ☐ Have the class identify the factors or reasons for the high-risk activities identified by some of the participants and place on board or flip chart.

Objective 2. The student will identify methods to reduce driver risk in identified situations.

- ☐ Use the group discussion technique to involve groups of four to six participants in determining methods that they may have experienced to reduce the risk causes or factors identified by the group. Ask a member of each group to write methods to reduce the risk on the board or flip chart.
- ☐ Have the class discuss how they reduce the risk based on the suggestions provided by the discussion. Be careful not to discourage comment at this point or direct it toward any particular goals.

GOAL C: Making Effective Decisions (40-50 minutes)

Objective 1. The student will identify consequences associated with driver behaviors and collision factors.

- ☐ Encourage a small group discussion or use a portion of the video entitled, “Don’t Wreck Your Life” as a method to identify consequences associated with driving and automobiles.

...Involve groups of four to six participants in determining the types of consequences that they have experienced. Use the handout sheet to have each group report on one social, economic, or legal consequence of the situations discussed.

- ☐ Have the class identify the types of consequences for the high-risk activities identified by each small group.

Objective 2. The student will identify driver errors contributing to collisions.

- ☐ Encourage a small group discussion or use a portion of the video entitled, “Don’t Wreck Your Life” as a method to identify driver errors associated with collisions.

...Involve groups of four to six participants in determining the types of driver errors that they have experienced. Use the handout sheet to have each group report on critical driver errors of the situations discussed.

...Use the handout sheet to have each participant identify at least two driver errors that may produce a collision situation.

- ☐ Have the class identify the types of driver errors identified by each small group. List them on the board or flip chart.

Goal D: Session Assignments (10-15 min.)

- ☐ Participants to read pages 1 to 5 and pages 77 to 91 in the text, “How To Be a More Perceptive Driver.”
- ☐ Participants should write three to five paragraphs on the reasons for risk-taking and at least one method to make reduced-risk decisions.
- ☐ Participant should choose one or more of the activities from the optional assessment tool. The assessment devices are listed in Appendix A.
- ☐ Participants should bring or copy at least one article regarding a recent traffic collision. This should be completed prior to the next class session.

...Rules for written assignment, article collections, optional assignment, and due dates should be established by the facilitator.

- ☐ Remind the participants that assignments are required for successful completion of Segment 2.

School District
Segment 2, Revised, Driver Education Student Record

Student's Name _____

Telephone _____

Birth Date _____

Level 1 Driver
 License # _____

Segment 1 Training
 Location _____

Resident School District _____

Attendance School District _____

Driver Log _____

Cost (If Applicable) _____

I have successfully completed Segment 2 Session One	I have successfully completed Segment 2 Session Two	I have successfully completed Segment 2 Session Three
Assessment Completion	Assessment Completion	Assessment Completion
Student Signature	Student Signature	Student Signature
Instructor Signature	Instructor Signature	Instructor Signature
Date of Completion_____	Date of Completion_____	Date of Completion_____

Comments:

Sample Pre-test Assignment

Name _____

Date _____

1. Give an example of a high-risk situation that you may have faced on the highway.

2. Give an example of two consequences of a collision or violation.

3. List two driver errors that may produce a collision.

4. What does zero tolerance refer to in driving?

5. What is the primary function of ABS?

6. What are the two primary traction losses that a driver may face on a slippery road?

7. How is the youthful collision rate any different than the older driver collision rate in regard to alcohol use?

8. Name a steering action and a speed control action which may be used to avoid a collision.

9. List a distracting condition situation which may lead to greater risk-taking with an automobile.

10. How does aggressive driving link to road rage?

Segment 2, Revised, Driver Education Questionnaire

Name _____

I would rate my overall driving performance as: 1 2 3 4 5 6 7 8 9 10

I feel my skill proficiency level is:

____ Excellent ____ Good ____ Average ____ Needs Improvement

I feel that I may need improvement or review of these skills:

A. _____ B: _____
C. _____ D: _____

I drive this type(s) of vehicle(s): A. _____ B. _____
C. _____ D. _____

I have had _____ violations involving:

I have experienced some vehicle handling problems like:

I probably had the problems stated above because:

List the most common driving problems that you have witnessed to this point in your driving.

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

What do you think is the most difficult task to becoming a good driver?

List two characteristics of a good driver:

Do you consistently use your safety belt as a driver? Yes No As a passenger? Yes No

Do your friends use their safety belts as a driver? Yes No As a passenger? Yes No

How has night driving been different for you than driving during daylight hours?

Have you witnessed any friends or relatives driving while intoxicated? Yes No

If yes, were you in the vehicle as a passenger at the time? Yes No

RISK AWARENESS ASSESSMENT

Part One: Identifying Risk

While in discussion groups of four to six participants, determine the types of high-risk situations that you have experiences. Use the handout sheet to report on one or two of the situations discussed by the group.

Discussion Group _____ Situation One:

[illegible]

Discussion Group _____ Situation Two:

[illegible]

Identifying Risk (continued)

Identify two risk factors or reasons for the high risk situations identified by your discussion group.

Situation One: _____

Risk Factor One: _____

Risk Factor Two: _____

Situation Two: _____

Risk Factor One: _____

Risk Factor Two: _____

Discussion Group _____

Names:

_____	_____
_____	_____
_____	_____
_____	_____

Risk Awareness Assessment

Part Two: Consequences

While in groups of four to six participants, determine the types of consequences for collisions or violations that they have experienced. Use the handout sheet to report on two or three of the consequences discussed.

Consequences:

Social (i.e., being grounded for a week):

Legal (i.e., being arrested):

Economic (i.e., fine or court costs):

Physical (i.e., injury):

Discussion Group _____

Names:

_____	_____
_____	_____
_____	_____
_____	_____

Risk Awareness Assessment

Part Three: Driver Errors

While in groups of four to six participants, record on this handout sheet at least two driver errors that may produce a collision situation at an intersection and at least two driver errors that may produce a collision in an area other than an intersection as identified by your group.

Driver Errors at Intersections:

Driver Errors Other than at Intersections:

Discussion Group _____

Names:

_____	_____
_____	_____
_____	_____
_____	_____

Optional Assessment Tools for Segment 2, Revised, Driver Education

Students should be allowed fifteen (15) minutes to complete any of these Assessment Activities.

- Compare or contrast suggested problem solving strategies from the shared experiences of the group.
- Describe four situations that the driver's behavior may risk injury to him/herself and passengers.
- Present a cartoon, with accompanying description of the characters and dialogue, about a situation where the driver's behavior may risk injury to him/herself and passengers.
- Group Activity: Write as many explanations as you can that people give to the police officer when cited for "running a red light" or "NOT stopping at a stop sign."
- Resolve inconsistencies in logic of the statement: I don't wear a seat belt because it is very uncomfortable; you see, I am overweight; you see, I am a short person; you see, not only am I very tall, but I have long legs; the seat belt is broken; the seat belt scratches.
- Prepare a 2 minute speech to persuade, inform, entertain, or inspire your parents that you drive responsibly and safely.
- Use symbols, motifs, and descriptors that would warn your friend of certain "danger zones" when driving in your community.
- Describe archetypal adolescent experiences during the first 30 days of driving without being accompanied by an adult.
- Describe four effective strategies for a driver to use when someone is "tailgating."
- Describe four responsible and safe strategies for a driver to use when taking five passengers home after a homecoming football game.

SESSION TWO: DRIVER FITNESS TASKS
(Two Hours)

GOAL A: MAKING EFFECTIVE DECISIONS (30-40 minutes)

1. Identifying Consequences (15-20 minutes)
2. Identifying Driver Actions (15-20 minutes)

GOAL B: FATIGUE FACTORS (20-30 minutes)

1. Identifying Factors (10-15 minutes)
2. Relate Factors to Risk (10-15 minutes)

GOAL C: ROAD RAGE FACTORS (20-30 minutes)

1. Identifying Factors (5-10 minutes)
2. Relate Factors to Risk (15-20 minutes)

GOAL D: SUBSTANCE ABUSE FACTORS (30-40 minutes)

1. Recognize Impact of Zero Tolerance (10-15 minutes)
2. Understand the influence of alcohol (20-25 minutes)

GOAL E: SESSION ASSIGNMENTS (10-15 minutes)

1. Reading
2. Article
3. Writing
4. Optional

Tasks/Activities Summary

SESSION TWO

Two Hours

TASK/ACTIVITIES

RESOURCES

<input type="checkbox"/> Collect the class assignments and redistribute the articles and written paragraphs to small groups of four to six participants.	<i>As required by school district</i>
<input type="checkbox"/> Use the handout sheet to have each group report on the consequences associated with high-risk driver behavior.	<i>Materials (Appendix B) “Consequences & Driver Actions”</i>
<input type="checkbox"/> Lead a class discussion as a culminating activity regarding driver behavior, responsibility for consequences, and actions to avoid a collision.	<i>Materials (Appendix B) “The 6 Pillars of Character”</i>
<input type="checkbox"/> Use the fact sheet, “Drowsy Driving” to introduce the concept of fatigue factors related to driving.	<i>Materials (Appendix B) “Drowsy Driving”</i>
<input type="checkbox"/> Use transparencies to lead overview of road rage.	<i>Transparency Appendix</i>
<input type="checkbox"/> Watch the video entitled “Preventing Road Rage” to identify driver errors.	<i>Materials (Resource List)</i>
<input type="checkbox"/> Use the handout to report driver errors.	<i>Materials (Appendix B) “Road Rage Factors”</i>
<input type="checkbox"/> Distribute brochure regarding Michigan Zero Tolerance Laws. Briefly discuss the enforcement procedures regarding this information.	<i>Materials (Resource List)</i>
<input type="checkbox"/> Conduct coordination activity in groups of 2	<i>Materials (Appendix B) “Losing Your Coordination”</i>
<input type="checkbox"/> Conduct DUI Goggles activity.	<i>Materials (Appendix B) “Goggles Activity List”</i>
<input type="checkbox"/> Optional assessment tools.	<i>Materials (Appendix B)</i>
<input type="checkbox"/> Assign the class to read pages 6 to 11 and pages 46 to 76 in the text, “How To Be a More Perceptive Driver.” The student should write three to five paragraphs on methods to reduce risk-taking and at least one method to make reduced-risk decisions while driving. The student should bring at least one article regarding a recent alcohol-related driving problem or collision.	<i>Provided by school district</i>

GUIDANCE FOR TEACHING AND LEARNING

SESSION TWO: Driver Fitness Tasks

GOAL A: **Making Effective Decisions** (30-40 minutes)

Objective 1. The student will identify consequences associated with high-risk driver behavior and vehicle operation.

Objective 2. The student will identify driver actions to reduce the severity of or avoid a collision.

- ☐ Collect the class assignments and redistribute the articles and written paragraphs to small groups of four to six participants in order to determine reasons for risk-taking and at least one method to make reduced-risk decisions.
- ☐ Use the handout sheet to have each group report on the consequences associated with high-risk driver behavior and a driver action to avoid a potential collision as discussed.
- ☐ Lead a class discussion as a culminating activity regarding driver behavior, responsibility for consequences, and actions to avoid a collision. Build upon comments, articles submitted as class assignments, and textbook information.

Suggested Discussion Items:

- Collisions have multiple factors.
- Most factors are driver related.
- Drivers need to recognize real risk potential.
- Consequences are social, legal, and emotional.
- The ultimate responsibility lies with the driver.
- Good perception is critical to expose risk.
- Reduces risk decisions are mature decisions.

GOAL B: Fatigue Factors (20-30 minutes)

Objective 1. The student will identify factors that may lead to driver fatigue.

- ☐ Use the brochure, “Drowsy Driving” fact sheet, to introduce the concept of fatigue factors related to driving. Use the pretest found on page three or the transparency provided to introduce concepts to the class.

- ☐ Use group discussion techniques to stimulate thought about each of these issues.
 - Coffee overcomes the effects of drowsiness.
 - I can tell when I’m going to sleep.
 - I’m a safe driver so it doesn’t matter if I’m sleepy.
 - I can’t take naps.
 - I get plenty of sleep.
 - Being sleepy makes you misperceive things.
 - Young people need less sleep.

Objective 2. The student will relate fatigue to risk awareness and effective decision-making.

- ☐ Have the students read the “Drowsy Driving” fact sheet.

- ☐ Review the fact sheet in order to relate fatigue to lowered risk awareness and reduced ability to make effective decisions as well as other driver limitations.

- ☐ Review each concept area and ask for relationships to individual experiences.

GOAL C: Road Rage Factors (20-30 minutes)

Objective 1. The student will identify factors that may lead to road rage.

Objective 2. The student will relate emotions and responsibility to risk awareness and effective decision-making.

- ☐ Use the Transparencies to lead overview of road rage.
- ☐ Develop a small group discussion or use portions of the video entitled “Preventing Road Rage,” AAA Foundation as method to identify driver errors associated with collisions and the response of other drivers who cause problem situations.
- ☐ ...Involve groups of four to six participants in determining the types of driver errors that they have experienced and any unusual responses to the problem by the other drivers.
- ☐ ...Use the handout sheet to have each group report on critical driver errors and the situations discussed.
- ☐ ...Use the handout sheet to have each participant identify at least two driver errors that may produce a road rage incident.
- ☐ Identify the types of driver errors and the recommended response as identified by each small group or in the video provided.

Goal D: Substance Abuse Factors (30-40 minutes)

Objective 1. The student will recognize the impact of Michigan Zero Tolerance Laws.

Objective 2. The student will understand through simulation the influence of alcohol.

- ☐ Distribute brochure regarding Michigan Zero Tolerance Laws. Briefly discuss the enforcement procedures regarding this information.
- ☐ ...Encourage a local law enforcement officer to review the current law and discuss enforcement procedures.
- ☐ Conduct activities using DUI Goggles.
- ☐ In groups of two, work through the Losing Your Coordination activity sheet.

Goal E:**Session Assignments (10-15 min.)**

- ☐ Participants to read pages 6 to 11 and pages 46 to 76 in the text, “How To Be a More Perceptive Driver.”
- ☐ Participants should write three to five paragraphs on the reasons for risk-taking and at least one method to make reduced-risk decisions.
- ☐ Participant should choose one or more of the activities from the optional assessment tool. The assessment devices are listed in the resource section of this guide.
- ☐ Participants should bring or copy at least one article regarding an alcohol-related driving problem.

...Rules for written assignment, article collection, optional assignment, and due dates should be established by the facilitator. Assessment devices are listed in the Appendix B.

- ☐ Remind the participants that the reading, written assignment, optional assignment, and collision article are required for Session Three of this class and will serve as an assessment tool.

Part Four: Consequences and Driver Actions

With groups of four to six participants, report on the potential damages associated with high-risk behavior and list a driver action that could have been used to avoid a potential collision as discussed.

Collision Consequences	Appropriate Driver Actions

Discussion Group _____

Names:

_____	_____
_____	_____
_____	_____
_____	_____

THE SIX PILLARS OF CHARACTER

Describe how these characteristics have a direct relationship to driving an automobile.

TRUSTWORTHINESS Be honest. *Don't deceive, cheat, or steal. Be reliable - do what you say you'll do.* Have the courage to do the right thing. Build a good reputation. Be loyal – stand by your family, friends, and country.

RESPECT Treat others with respect; follow the Golden Rule. Be tolerant of differences. *Use good manners, not bad language. Be considerate of the feelings of others. Don't threaten, hit, or hurt anyone.* Deal peacefully with anger, insults, and disagreements.

RESPONSIBILITY Do what you are supposed to do. *Persevere – keep on trying! Always do your best. Use self-control. Be self-disciplined. Think before you act – consider the consequences.* Be accountable for your choices.

FAIRNESS *Play by the rules. Take turns and share.* Be open-minded; listen to others. Don't take advantage of others. *Don't blame others carelessly.*

CARING Be kind. Be compassionate and show you care. *Express gratitude. Forgive others.* Help people in need.

CITIZENSHIP Do your share to make your school and community better. Cooperate. Stay informed; vote. Be a good neighbor. *Obey laws and rules. Respect authority. Protect the environment.*

Safety Smarts

From AAA Community Safety Services

DROWSY DRIVING

If You Snooze You Lose!

Finding enough hours in the day seems to get tougher all the time. Juggling work, family, exercise, and fun can really take its toll. So what typically gets sacrificed? Sleep.

Yet sleep is one of the most important necessities you can give your body. Like food and water, sleep is a need your body requires to function properly.

Unfortunately, many ignore this natural urge. Getting behind the wheel while deprived of sleep is a dangerous combination. Just as dangerous – and potentially fatal – as drinking and driving.

TRUTH OR CONSEQUENCES

There are several common misconceptions people have about sleep. Knowing the facts can help keep you from suffering the consequences.

Stimulants are no substitute for sleep. Coffee and colas contain caffeine and can help you feel more alert in the short term. However, if you're seriously sleep-deprived, you're likely to have "micro-sleeps" – brief naps that last four or five seconds. Time enough to cause a crash.

You cannot control your sleep. Sleep is not voluntary and can occur without you even knowing. You also cannot tell how long you've been asleep. What seems like a quick nod to you, may actually be several seconds or longer.

Being a safe driver is not the same as an alert driver. Lack of sleep causes all drivers to become confused and impair judgment. Drinking alcohol compounds this. Even one drink can feel like four or five if you're tired. If you have to drive late at night, don't make matters worse by drinking.

Naps are for everyone. Many people think they can't nap. Yet when tired and in a darkened environment, most people quickly fall asleep. Give yourself the chance by pulling over and reclining for 15 minutes. Only stop at well-lit rest stops or truck stops on heavily traveled roads. And always turn your engine off, lock your doors and roll up windows.

Sleep can cause misperceptions. A drowsy driver doesn't process information as fast or as accurately as an alert driver and is unable to react quickly. Misjudging your surroundings and slow reaction time are prime ingredients for an accident.

Less than eight hours of sleep is usually not enough. The average person needs seven or eight hours of sleep a night. If you wake up tired, you're probably not building up a sleep debt (see sidebar, *Are you in debt?*) If you're still tired after eight hours of sleep, you may have a sleeping disorder. Talk to your doctor about symptoms and ways to help.

Teenagers and young adults need more sleep than people in their 30s. They usually get less because they tend to feel more alert in the evening and think they don't need as much sleep. The feeling is temporary, however, and they can end up driving drowsy once the alertness wears off.

- Schedule a break every two hours or every 100 miles. Stop sooner if your showing signs of drowsiness.
- AAA TripTiks® can help you plan appropriate stops for napping, stretching, walking or exercise along the way.

The most important fact to remember – getting enough sleep and not driving drowsy can save your life and someone else's.

WAKE UP AND ENJOY THE DRIVE

Here are a few tips on how to avoid driving tired – especially on long trips.

- Get enough sleep the night before and only drive during hours you're normally awake.
- Take a mid-afternoon break, and find a place to sleep between 10 p.m. and 6 a.m.
- Talk to your passenger, if any, and let him or her drive if you get tired.
- Anyone sleeping should be buckled up in the back.

WARNING: DROWSY DRIVER

The following warning signs should alert you to a potential danger of falling asleep. If you experience any of these symptoms, pull over and take a nap immediately.

- Your eyes close or go out of focus by themselves.
- You have trouble keeping your head up.
- You can't stop yawning.
- You have wandering, disconnected thoughts.
- You don't remember driving the last few miles.
- You drift in and out of lanes, tailgate or miss traffic signs.
- You drift off the road.

ARE YOU IN DEBT?

Sleep debt occurs when you don't have enough sleep and you "owe" yourself more sleep. The payback is sleeping. You can't overcome it with willpower, and it won't go away by itself.

Many people have a large sleep debt because they either stay up too late or get up too early. A good night's rest is the only solution. If you don't provide your body with this important necessity, it will do it for you – perhaps while you're driving.

Road Rage Factors: Driver Actions and Responses

While in groups of four to six participants, list several driver actions that you have witnessed that could have caused a collision or produced an angry response.

List what you noticed about the road rage responses to the driver actions, and then list the appropriate response or driver action to be taken.

DRIVER ACTION RESPONSE	ANGRY RESPONSE	APPROPRIATE RESPONSE

Discussion Group _____

Names:

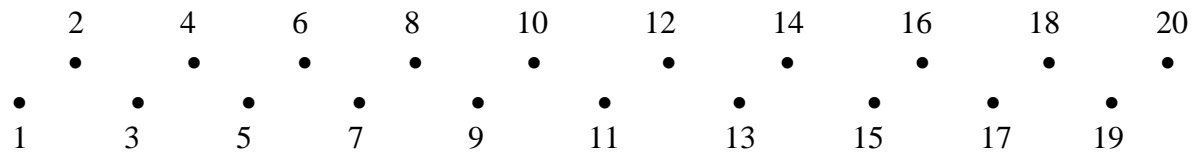
_____	_____
_____	_____
_____	_____

Losing Your Coordination

Name _____

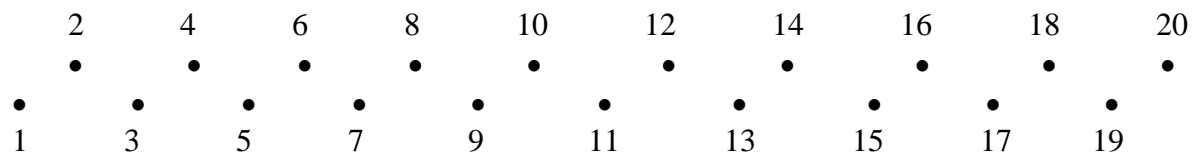
Complete this activity under the supervision of a teacher or classmate. Connect as many dots in part A as you can in *ten seconds*. Ask your partner to time you. Dots should be connected in number order.

Part A



Have a classmate spin you around 15-20 times. Then connect as many dots in Part B as you can in *ten seconds*. Again, ask your partner to time you.

Part B



The dizziness you felt in Part B is similar to the way people feel when they have a few drinks. Think about what you learned from this experiment.

1. How did you feel when you were trying to connect the dots in Part A?

2. How did you feel when you were trying to connect the dots in Part B?

3. What would it be like to ride a bicycle feeling the way you felt in Part B?

DRUNK BUSTERS™ Goggles* Activity List

- Walk the line** Ask the participant to take nine steps, in a straight line, walking heel to toe with their hands at their side, turn, and walk nine steps back, counting the steps out loud as they walk. (This is a Standardized Field Sobriety Test.)
- One-legged stand** With their hands to their side, have the participant lift one foot six inches off the floor, pointing his/her toes straight out. Looking at the extended foot, have the participant count out loud, “one thousand one, one thousand two...” etc. until they have held their foot out for 30 seconds. (This is a Standardized Field Sobriety Test.)
- Catch the balls** Have the participant put one hand behind his/her back, and then throw her/him five small “super balls” one at a time, asking the participant to catch them one-handed without using any other parts of her/his body to do so.
- Basketball drills** Pass the participant a basketball, ask them to dribble it from “point A to point B” and back, and then ask the participant to shoot a basket from the free throw line.
- Pick me up** Ask the participant to pick up car keys, coins, dice, paper clips, or pens from the floor as quickly as possible.
- Operate a car** Ask the participant to drive a remote control car through an obstacle course.
- Rise with a “drunk”** Using a wheel chair as a “car”, the “driver” needs to wear the DRUNK BUSTERS Goggles, which allows the “passenger” to experience the potential deadly consequences of riding with an impaired driver. This task gives the instructor a great opportunity to talk about choosing to ride with someone who actually is impaired.
- Build a tower** Using dominoes, ask the participant to quickly build a tower, two dominoes at a time.

Other suggested ideas

- Have two participants play ping-pong.
- Ask the participant to try to thread a needle.
- Pour water from a plastic pitcher into a small plastic cup.
- Dial a telephone.
- Walk across the classroom and turn off a light switch.
- Ride as a passenger in a car and try to read street signs.
- Throw the participant a Frisbee.
- Putt a golf ball into a golf cup.
- Use a computer keyboard.
- Throw darts at balloons on a dartboard.
- Shoot a water pistol at a lighted candle.
- Ask the participant to unlock a lock.

For the most effective program, participants should have the opportunity to perform at least five of the above tasks while “sober” and then be asked to repeat the same tasks “impaired” while wearing the DRUNK BUSTERS Goggles*. Remember that you are attempting to convince the participants that impaired driving can lead to fatal consequences. You are trying to create life long change with people who have possibly driven impaired before or young people who have never before been impaired. The more time you spend with each participant, the more effective your program. Stress to participants that the DRUNK BUSTERS Goggles only simulate visual impairment, and that when one is actually impaired from alcohol or drugs, that there are many other consequences. Consider supplementing your program with the powerful documentaries *Jane* or *Just Call Me Crash*. Remember to always spot your participants and that safety is the number one priority. If you have any questions, please call me at (920) 924-5751 or email me at Curt@DrunkBusters.com.

Curt Kindschuh
DRUNK BUSTERS of America, L.L.C.
377 Grant Street
Fond du Lac, Wisconsin 54935 USA

Visit our website at www.drunkbusters.com

*PATENT PENDING
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Optional Assessment Tools for Segment 2, Revised, Driver Education

Students should be allowed fifteen (15) minutes to complete any of these Assessment Activities.

- Compare or contrast suggested problem solving strategies from the shared experiences of the group.
- Describe four situations that the driver's behavior may risk injury to him/herself and passengers.
- Present a cartoon, with accompanying description of the characters and dialogue, about a situation where the driver's behavior may risk injury to him/herself and passengers.
- Group Activity: Write as many explanations as you can that people give to the police officer when cited for "running a red light" or "NOT stopping at a stop sign."
- Resolve inconsistencies in logic of the statement: I don't wear a seat belt because it is very uncomfortable; you see, I am overweight; you see, I am a short person; you see, not only am I very tall, but I have long legs; the seat belt is broken; the seat belt scratches.
- Prepare a 2 minute speech to persuade, inform, entertain, or inspire your parents that you drive responsibly and safely.
- Use symbols, motifs, and descriptors that would warn your friend of certain "danger zones" when driving in your community.
- Describe archetypal adolescent experiences during the first 30 days of driving without being accompanied by an adult.
- Describe four effective strategies for a driver to use when someone is "tailgating."
- Describe four responsible and safe strategies for a driver to use when taking five passengers home after a homecoming football game.

SESSION THREE: ADVANCED COLLISION ACTIONS
(Two Hours)

GOAL A: SUBSTANCE ABUSE FACTORS (30-40 minutes)

1. Relate Collision Involvement (15-20 minutes)
2. Identifying Impact of BAC on Risk (15-20 minutes)

GOAL B: DRIVER ACTIONS (30-45 minutes)

1. Identifying Space Management Practices (10-15 minutes)
2. Identifying Steering and Speed Control (10-15 minutes)
3. Identifying New Technology Strategies (10-15 minutes)

GOAL C: VEHICLE ACTIONS (20-30 minutes)

1. Identifying Effect of Vehicle Motion (10-15 minutes)
2. Identifying Purposes of Technology (10-15 minutes)

GOAL D: ENVIRONMENTAL FACTORS (35-50 minutes)

1. Recognize Vehicle Oversteer and Understeer (20-30 minutes)
2. Identifying Distracting Situations (15-20 minutes)

GOAL E: COURSE CONCLUSION / ASSESSMENT (10-15 minutes)

Tasks/Activities Summary

SESSION THREE

Two Hours

TASK/ACTIVITIES

RESOURCES

<input type="checkbox"/> Collect the class assignments and review some of the articles and written paragraphs to relate some of the alcohol-related problems.	<i>As required by program provider</i>
<input type="checkbox"/> Show transparency 3.1, “Relative Risk of Crash and Age” and note the reasons for zero tolerance are related to crash and injury rate regarding this age group.	<i>Transparency Appendix</i>
<input type="checkbox"/> Show transparency 3.2, “Chance For Driver Death For Age 16-19 By BAC Levels” and note the impact of blood alcohol concentrations (BAC) of less than .10% related to death rate regarding this age group.	<i>Transparency Appendix</i>
<input type="checkbox"/> Review space management practices (12-45), steering techniques (46-53, 67-76), and speed control techniques (54-76) used to minimize and avoid collisions.	<i>Materials (Resource List) “Perceptive Driver Booklet”</i>
<input type="checkbox"/> Hand out the brochure, “What You Need To Know About Airbags,” and discuss the dangers involved with seating position from steering wheel, hand position, steering wheel size, steering wheel response, and steering technique adjustments.	<i>Materials (Resource List)</i>
<input type="checkbox"/> Using “America Brakes For Safety,” discuss the dangers involved with improper use of pumping brake techniques with antilock braking systems.	<i>Materials (Resource List)</i>
<input type="checkbox"/> Develop a small group discussion using the brochure, “Get a Grip” to identify driver errors associated with traction loss.	<i>Materials (Resource List)</i>
<input type="checkbox"/> Show the video entitled, “Stomp, Stay, Steer” and create discussion about appropriate vision, speed, and steering techniques.	<i>Materials (Resource List)</i>
<input type="checkbox"/> Use the video or transparencies to create discussion about appropriate steering and braking techniques in weather-related situations.	<i>Transparency Appendix</i>
<input type="checkbox"/> Evaluate participant success prior to the end of the session by asking each to write three ways for improving driving to reduce the potential for collisions.	<i>Materials (Appendix C) “Final Assessment”</i>
<input type="checkbox"/> Optional Assessment Tools	<i>Materials (Appendix C)</i>
<input type="checkbox"/> Collect materials and place participant materials into folder as needed.	<i>Provided by program provider</i>
<input type="checkbox"/> Distribute Segment 2 Certificate of Completion.	<i>Provided by MDOS</i>

GUIDANCE FOR TEACHING AND LEARNING

SESSION THREE: Advanced Collision Actions

GOAL A: Substance Abuse Factors (30-40 minutes)

Objective 1. The student will relate youthful alcohol collision risk involvement to adult alcohol collision risk involvement.

- ☐ Collect the class assignments and review alcohol articles as lead in to class session. Place in individual student folders for assessment purposes.
- ☐ Show transparency 3-1, “Relative Risk of Crash and Age” and note the reasons for zero tolerance are related to crash and death rate regarding this age group. These are national statistics updated in 1996 based on Mayhew (1983) research information. Crashes are based on comparison of single vehicle collisions so death rate risk factors can be determined. Comparisons of drivers with BAC to sober drivers in similar collisions. (Source: Driver Task Analysis Course, Coalition for Road and Traffic Safety, 1998)

Objective 2. The student will identify the impact of blood alcohol concentrations (BAC) of less than .10% on driver risk awareness and decision-making.

- ☐ Show transparency 3-2, “Chance For Driver Death For All Ages By BAC Levels” and note the impact of blood alcohol concentrations (BAC) in comparison to other age groups regarding death rate in 16-19 age group. This AAA study was designed to compare age of driver with relative risk of collision at specific BAC level. This is an update of work done by Simpson and Mayhew in California. (Source: Driver Task Analysis Course, Coalition for Road and Traffic Safety, 1998)

GOAL B: Driver Actions (25-30 minutes)

Objective 1. The student will identify space management practices, which may reduce risk and allow time for decision-making.

Objective 2. The student will identify steering actions and speed control techniques used to avoid collisions and minimize impact.

- ☐ Review pages 12 to 77 in the text, “How To Be a More Perceptive Driver.”
- ☐ The facilitator should review space management practices (12-45) used to minimize and avoid collisions.
- ☐ The facilitator should review steering techniques (46-53, 67-76) used to minimize and avoid collisions.
- ☐ The facilitator should review speed control techniques (54-77) used to minimize and avoid collisions. Ask for personal experiences from the group.

Objective 3. The student will identify driver strategies related to using new vehicle technologies effectively.

- ☐ Hand out the brochure, “What You Need To Know About Airbags.”
- ☐ Discuss the dangers involved with seating position from steering wheel, hand position, steering wheel size, steering wheel response, and steering technique adjustments.
- ☐ Ask for personal experiences from the group.
- ☐ Hand out the brochure, “America Brakes For Safety.”
- ☐ Discuss the dangers involved with improper use of pumping brake techniques on a vehicle equipped with disc/caliper and antilock braking systems.
- ☐ Review the most common errors and purpose of ABS in regard to improved steering under braking pressure.
- ☐ Review braking response to minimize or avoid collisions.

GOAL C: Vehicle Action (20-30 minutes)

Objective 1. The student will relate to effects of momentum, gravity, inertia, and traction loss in personal driving situations.

- ☐ Develop a small group discussion using the brochure, “Get A Grip” to identify driver errors associated with traction loss.
- ☐ Have the groups orally give a personal example of traction loss due to a problem with momentum, gravity, or inertia.
- ☐ List at least four examples of traction loss, location of traction loss, and results listed in personal experiences.

Objective 2. The student will list and identify the purpose of new vehicle technology for reducing the collision effects of driver error.

- ☐ Show one of the videos entitled, “Stomp, Stay, Steer.” 1999, or “America Brakes for Safety.” To create discussion about appropriate vision, speed adjustment, and steering techniques.
- ☐ Relate the concepts of traction loss with appropriate vision, steering, and braking responses.

Goal D: Environmental Factors (35-50 minutes)

Objective 1. The student will relate the concepts of vehicle understeer and vehicle oversteer to weather-related traction loss.

- ☐ Use a video or the transparencies to create discussion about appropriate steering and braking techniques in weather-related situations.
- ☐ Ask the group to respond to how they can recognize a traction loss and how they may respond to the loss of traction.

Loss of Front Wheel Traction (Understeer) See Transparency 3.3

Facilitators are sometimes reluctant to explain this concept. With new vehicle technology such as ABS, traction control, and suspension control, the motion concepts of vehicle traction loss are important. Many times drivers respond incorrectly and defeat the technology advantage.

Allowing ABS to aid in steering a car that has lost traction in the front is totally opposite of the method to correct a skid explained in Driver Ed. I. Many instructors in Segment 1 indicate that drivers should not use the pedals when skidding. With ABS, the front steering traction can be enhanced during understeer by using the brakes. Otherwise, a stabbing/jabbing technique will help just like ABS attempts to accomplish when used.

Recognition: The vehicle goes straight when the driver is steering... then (See Transparency 3.4)

This is the key element to controlling this traction loss. When recognized, the driver can release any pedal initially for balance, then go onto the ABS to aid in steering. It is important to recognize that steering inputs are limited to 17 degrees, so if it doesn't steer, then reduce the steering input.

Actions:

1. Look to intended path of travel.
2. Ease off any pedals.
3. Steer (only) toward path of travel.
4. Maintain visual target area.
5. Stab (jab) brake if vehicle continues straight.

See Transparency 3.5

Loss of Rear Wheel Traction (Oversteer) See Transparency 3.6

In this case, traction control technology and suspension adjustment technology aid in controlling wheel spin that often leads to this problem or sudden weight transfers to the side or the front, which can induce oversteering. Use of the accelerator in a progressive

manner (light to medium to heavy input) will help balance the car to the rear and reduce oversteering characteristics.

Recognition: The vehicle moves left or right when the driver is not steering...then (See Transparency 3.7)

This is the key element to controlling this traction loss. When recognized, the driver can release any pedal initially for balance, then go to the progressive acceleration to aid in steering the rear tires.

Actions:

1. Look to intended path of travel.
2. Ease off any pedals.
3. Steer (only) toward path of travel.
4. Maintain target area.
5. Progressive use of accelerator.

See Transparency 3.8

Prevention Considerations for Bad Weather:

- Reduce Speed
- Increase Following Interval
- Maintain Vigilance

See Transparency 3.9

Objective 2. The student will identify distracting situations that lead to a need for greater risk awareness and better decision-making.

- ☐ Develop a small group discussion using the brochure, “Be a Safer Driver.”
- ☐ Identify driver methods each driver can perform to reduce collision rate.
- ☐ Have the groups orally give personal examples of how they may be able to improve their driving to avoid collisions.

Goal E: Course Conclusion / Assessment (10-15 min.)

- ☐ Evaluate participant success prior to the end of the session by asking each to write three ways they may improve their driving to reduce the potential for collisions.

...Use of the post-test or any other assessment device would be used here in place of the final writing assignment. The post-test should be the same as the pre-test in order to compare knowledge gain if the post-test option is used.

- ☐ Collect materials and place participant materials into folder and record class completion data as needed.

Final Assessment

Using your personal and class experiences, list and briefly explain three ways that you could reduce your risk (chances) of having a collision on the roadway.

A. Risk Reduction Method: _____

Explanation: _____

B. Risk Reduction Method: _____

Explanation: _____

C. Risk Reduction Method: _____

Explanation: _____

Session Three: Assessment

Name _____

Date _____

1. Give an example of a high-risk situation that you may have faced on the roadway.

2. Give an example of two consequences of a collision or violation.

3. List two driver errors that may produce a collision.

4. What does zero tolerance refer to in driving?

5. What is the primary function of ABS?

6. What are the two primary traction losses that a driver may face on a slippery road?

7. How is the youthful collision rate any different than the older driver collision rate in regard to alcohol use?

8. Name a steering action and a speed control action that may be used to avoid a collision.

9. List a distracting condition situation which may lead to greater risk-taking with an automobile.

10. How does aggressive driving link to road rage?

Optional Assessment Tools for Segment 2, Revised, Driver Education

Students should be allowed fifteen (15) minutes to complete any of these Assessment Activities.

- Compare or contrast suggested problem solving strategies from the shared experiences of the group.
- Describe four situations that the driver's behavior may risk injury to him/herself and passengers.
- Present a cartoon, with accompanying description of the characters and dialogue, about a situation where the driver's behavior may risk injury to him/herself and passengers.
- Group Activity: Write as many explanations as you can that people give to the police officer when cited for "running a red light" or "NOT stopping at a stop sign."
- Resolve inconsistencies in logic of the statement: I don't wear a seat belt because it is very uncomfortable; you see, I am overweight; you see, I am a short person; you see, not only am I very tall, but I have long legs; the seat belt is broken; the seat belt scratches.
- Prepare a 2 minute speech to persuade, inform, entertain, or inspire your parents that you drive responsibly and safely.
- Use symbols, motifs, and descriptors that would warn your friend of certain "danger zones" when driving in your community.
- Describe archetypal adolescent experiences during the first 30 days of driving without being accompanied by an adult.
- Describe four effective strategies for a driver to use when someone is "tailgating."
- Describe four responsible and safe strategies for a driver to use when taking five passengers home after a homecoming football game.

SEGMENT 2, REVISED, CURRICULUM RESOURCE LIST

VIDEOS:

"Don't Wreck Your Life," 1996.
Video, 13 minutes
Michigan Resource Center
111 W. Edgewood Blvd. Suite 11
Lansing, Michigan 48911
(800) 626-4636 **free on request**

"Preventing Road Rage," 1998.
Video, 14 minutes
AAA Foundation for Traffic Safety
1440 New York Avenue, NW
Washington, DC 30005 **\$40.00**

"Driving Drunk: Your Choice?" 1998.
Video, 14 minutes
National Commission Against Drunk Driving
Alcohol, Drunk Driving, and You
710 11th Avenue, Suite 110
Greeley, Colorado 80631
www.ncadd.com

"Cellular Telephone Safety Test"
video from Verizon Wireless
Available from Traffic Safety Association
(800) 487-6709

"Driving in Bad Weather," 1996.
Video, 16 minutes
AAA Foundation for Traffic Safety
P.O. Box 8257
Fredericksburg, Virginia 22404
(800) 305-7233
www.aaafs.org **\$40.00**

"Kids in Cars. 1996."
CBS News Presentation
CBS News Video Department
New York, NY

Heads up at the Wheel
National Sleep Foundation

"Young Drivers: The High Risk Years," 1995.
Video, 14 minutes
Insurance Institute for Highway Safety
1005 North Glebe Road
Arlington, Virginia 22201
(703) 247-1500 **\$40.00**

"Road Rage," 1997.
Video, 15 minutes
National Safety Council
(800) 621-6244 **\$70.00**

"Stomp, Stay, Steer", ABS Training Video, 1999
Video, 4.5 minutes
Continental Teves, Inc.
3000 University Drive
Auburn Hills, Michigan 48326-2356
(800) 694-5200 **free by request**

"Effects of Alcohol on Driving," 1993.
Video, 11 minutes
Dr. Maurice Dennis, Director
Center for Alcohol and Drug Education Studies
Texas A&M University
College Station, Texas 77845

"Modern Technology and Driving," 1993.
Video, 20 minutes
National Safety Council, Intelligent Driver Series
FLI Learning Systems, Inc.
1121 Spring Lake Drive
Itasca, Illinois 60143
(800) 621-6244 **\$70.00**

"Fast Lanes; Risky Roads, 1996."
Video, 13 minutes
GEICO, Inc.
One GEICO Plaza,
Washington, DC 20076-0001 **free on request**

"America Brakes for Safety"
ABS Education Alliance
www.abs-education.org
(800) ABS-8958

BROCHURES:

“Don’t Wreck Your Life”

Brochure

Michigan Resource Center

111 W. Edgewood Blvd., Suite 11

Lansing, Michigan 48911

(800) 626-4636

Drowsy Driving

Fact sheet 1/99

AAA Michigan

Dearborn, MI

“America Brakes for Safety”

ABS Education Alliance

www.abs-education.org

(800) ABS-8958

“How to be a More Perceptive Driver,” 1998.

Text Materials

Warren Quensel

Safety Enterprises

Bloomington, Illinois

(309) 828-0906 **\$3.00**

“Get A Grip-Wet Weather”

Brochure

American Automobile Association

AAA Association Communication

1000 AAA Drive

Heathrow, Florida 32746-5063

FATAL VISION™ Goggles

Innocorp, Ltd.

P.O. Box 930064

Verona, Wisconsin 53593-0064

(800) 272-5023 **\$199.00**

“Drive Safer America”

Brochure

Continental Teves, Inc.

3000 University Drive

Auburn Hills, Michigan 48326-2356

(800) 694-5200

“What You Need to Know About Airbags”

Brochure

American Coalition for Traffic Safety, Inc.

110 N. Glebe Road, Suite 1020

Arlington, Virginia 22201

(703) 243-7501

“What Every Driver Must Know-Latest Revision”

State of Michigan

Secretary of State’s Office

(517) 322-1166

www.sos.state.mi.us

“Defensive Driving” Managing Visibility,
Time and Space” Brochure

American Automobile Association

AAA Association Communication

1000 AAA Drive

Heathrow, Florida 32746-5063

“How to Go in the Snow”

Brochure

American Automobile Association

AAA Association Communication

1000 AAA Drive

Heathrow, Florida 32746-5063

For Facilitator Review Only:

“In Control with Sam Posey” 1989.
65 minutes
Road and Track Magazine
Multivision Inc.
Diamandis Communications, Inc.

“Behind the Wheel with Jackie Stewart” 1987
60 minutes
Ford Motor Company, Inc.
Karl-Lorimar Video
17942 Cowan
Irvine, California 92714

Other Available Material:

“Teaching Your Teens to Drive” CD-ROM,
Video, and Handbook
American Automobile Association
AAA Association Communication
1000 AAA Drive
Heathrow, Florida 32746-5063

Driver Education 98 CD-ROM
Sierra Online, Inc.
www.sierra.com

Driver ZED CD-ROM
AAA Foundation for Traffic Safety
1440 New York Avenue, NW
Washington, D.C. 20005

“Be Hip to This Kind of Trip” Brochure
For parents on Michigan’s graduated licensing
Michigan Resource Center
(800) 626-4636
OHSP 951 **No charge**

“Be Hip to This Kind of Trip” Brochure
Parent information, sample form from
Sec. of State certifying completion of 50
hours of driving time
Michigan Resource Center
(800) 626-4636
OHSP 952 **No charge**

Sudden Impact-An Occupant Protection Fact Book
Item No. 1P0871 **No charge**
NHTSA
U.S. Department of Transportation
Media and Marketing Division, NTS-21
400 7th Street, S.W.
Washington, D.C. 20590
(202) 493-2062 - Fax
www.nhtsa.gov

Session Transparencies:

“True or False”
Transparency 2-1
Michigan Department of Education

“Relative Risk of Crash”
Transparency 3-2
Michigan Department of Education

“Understeer Recognition”
Transparency 3-4
Michigan Department of Education

“Rear Wheel Traction Loss”
Transparency 3-6
Michigan Department of Education

“Oversteer Actions”
Transparency 3-8
Michigan Department of Education

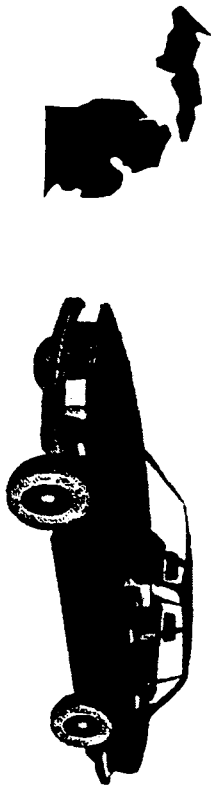
“Relative Risk of Crash and Age”
Transparency 3-1
Michigan Department of Education

“Front Tire Traction Loss”
Transparency 3-3
Michigan Department of Education

“Understeer Actions”
Transparency 3-5
Michigan Department of Education

“Oversteer Recognition”
Transparency 3-7
Michigan Department of Education

“Traction Loss Prevention”
Transparency 3-9
Michigan Department of Education



True or False

- Coffee Overcomes the Effects of Drowsiness.
- I Can Tell When I'm Going To Sleep.
- I'm A Safe Driver So It Doesn't Matter If I'm Sleepy.
- I Can't Take Naps.
- I Get Plenty of Sleep.
- Being Sleepy Makes You Misperceive Things.
- Young People Need Less Sleep.



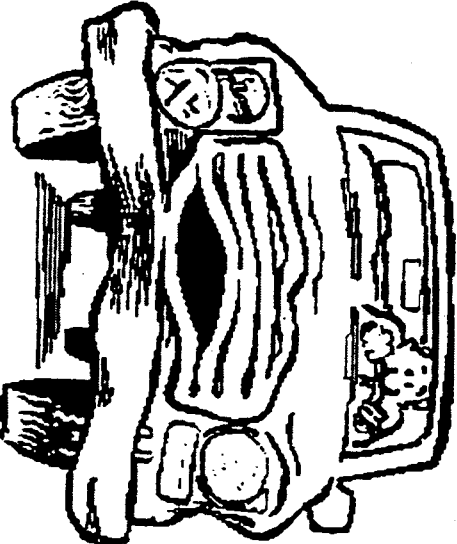
Relative Risk of Crash and Age



AGE 16-19 BY BAC LEVEL

BAC

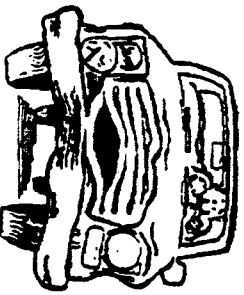
INCREASED RISK OF DEATH

.015 - .049		2.5
.05 - .079		9.0
.08 - .099		40.0
.10 - .149		90.0
.15 AND GREATER		420.0

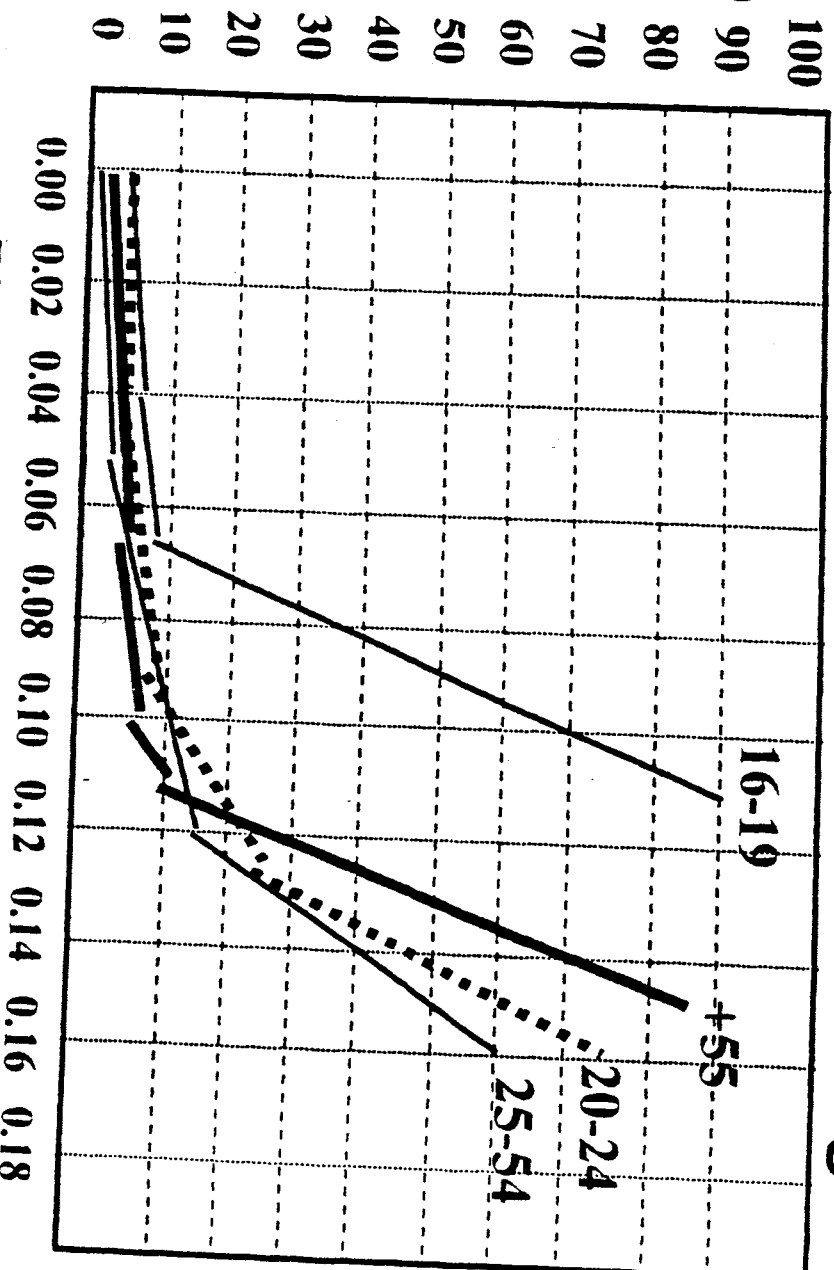


Relative Risk of Crash

As a Function of BAC and Age



Relative
Risk
of
Fatal
Crash





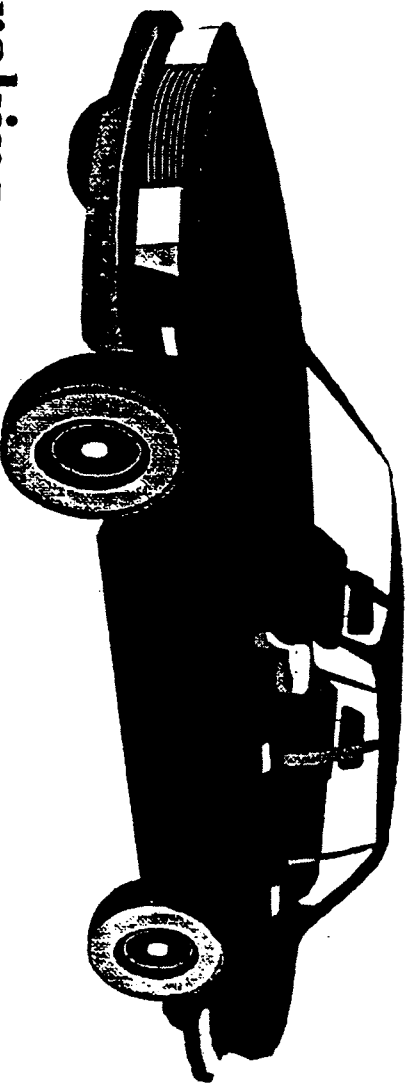
Front Tire Traction Loss



■ Technical Term (Understeer)

■ Causes

- Improper Braking
- Improper Steering
- Improper Acceleration

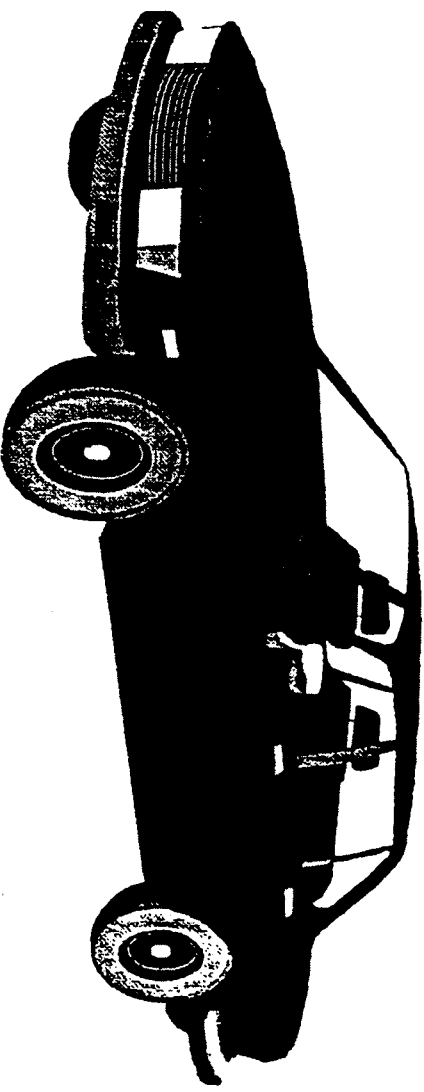




Understeer Recognition



**The vehicle goes straight when the driver
is steering**



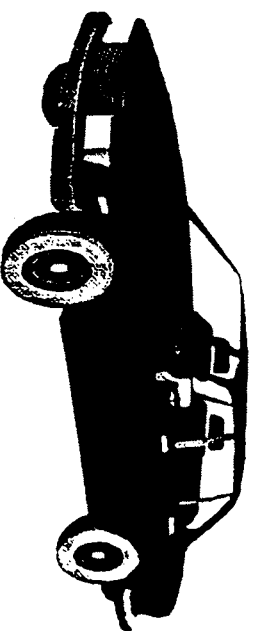
**Actions must be taken to allow front
wheels to steer**



Understeer Actions:



- Look to intended path of travel
- Ease off any pedals
- Steer (only) toward path of travel
- Maintain visual target area
- Stab (Jab) brake if vehicle continues straight
- ABS will assist in curve





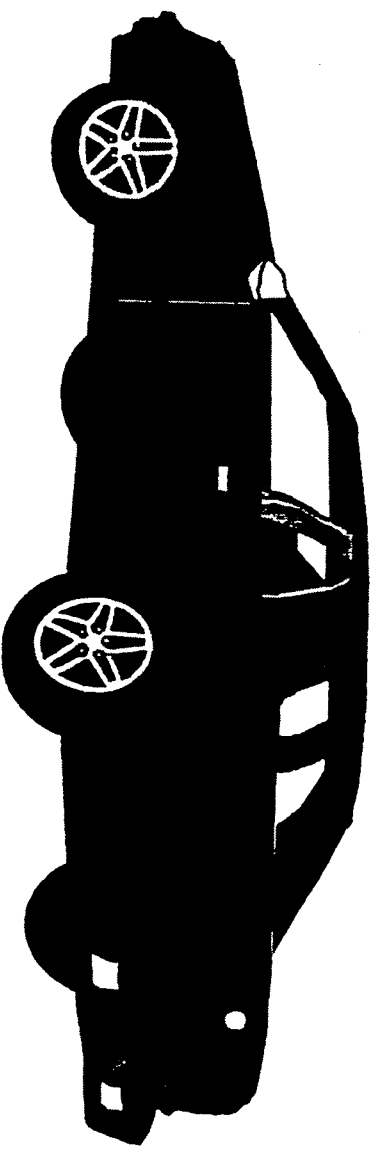
Rear Wheel Traction Loss



■ Technical Term (Oversteer)

■ Causes

- Improper Braking
- Improper Steering
- Improper Acceleration

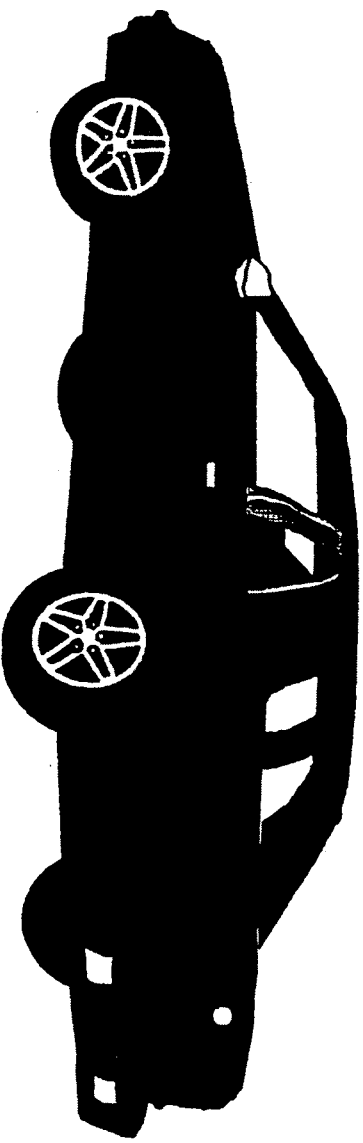




Oversteer Recognition



- The vehicle moves left or right when the driver is not steering



- Actions must be taken to allow rear wheels to maintain traction and steer



Oversteer Actions:



- Look to intended path of travel
- Ease off any pedals
- Steer (only) toward path of travel
- Maintain visual target area
- Progressive use of accelerator
- ABS does not stop traction loss after it is started. prevention tool

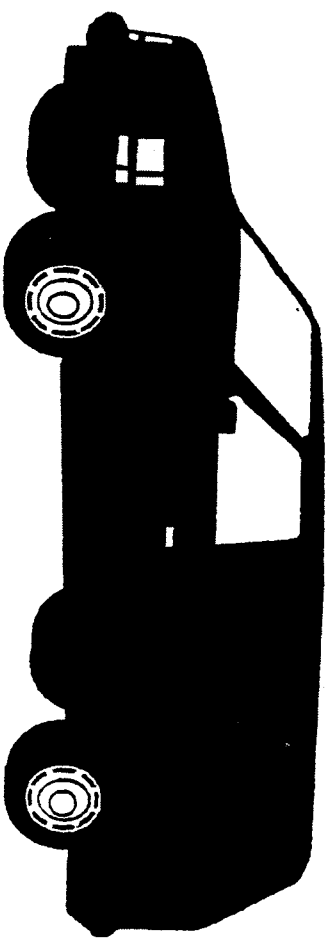




Traction Loss Prevention



Considerations for Bad Weather:



- Reduce Speed
- Increase Following Interval
- Maintain Vigilance

ABS DEVELOPMENT

- WHEN WAS THE ABS TECHNOLOGY AVAILABLE?
- ON WHAT VEHICLES WAS THE FIRST COMMERCIAL APPLICATION OF ABS TECHNOLOGY USED?
- WHEN DID ABS BECOME AVAILABLE FOR PASSENGER VEHICLES?
- WHAT ROAD VEHICLES WERE FIRST REQUIRED TO INSTALL ABS ?



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TRACTION DEPENDS ON:

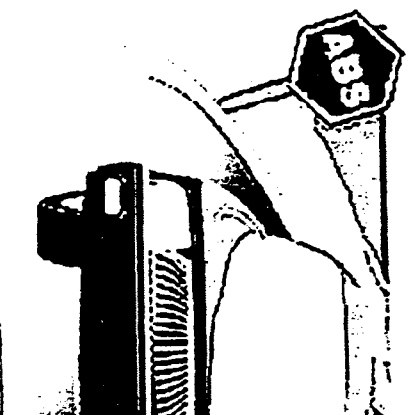
ROAD SURFACE

WEATHER CONDITIONS

TIRES

BRAKING TECHNIQUES

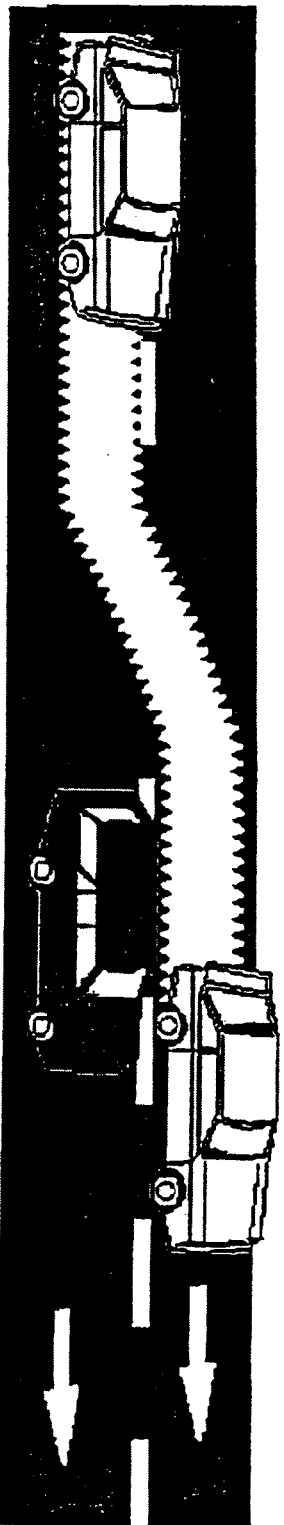
SPEED



ABS ADVANTAGES

ENHANCED BRAKING ACTION

VEHICLE STEERABILITY



VEHICLE STABILITY

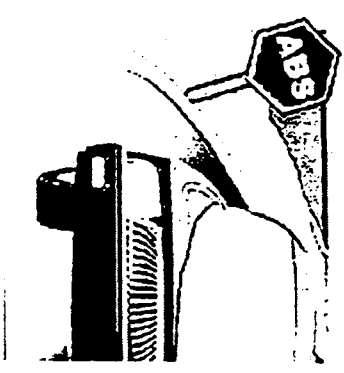
STOPPING DISTANCE



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Transparency 3

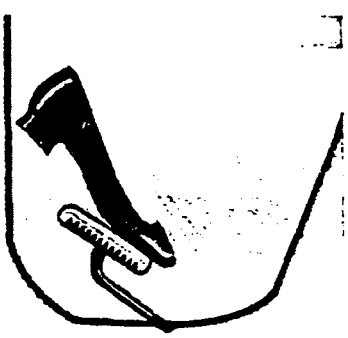
WITH ANTI-LOCK BRAKING SYSTEMS, DO:

ADD TO YOUR FOLLOWING INTERVAL IN POOR
WEATHER SAME AS CONVENTIONAL BRAKES...



PRACTICE USE OF ABS...

KEEP YOUR FOOT FIRMLY ON BRAKE...

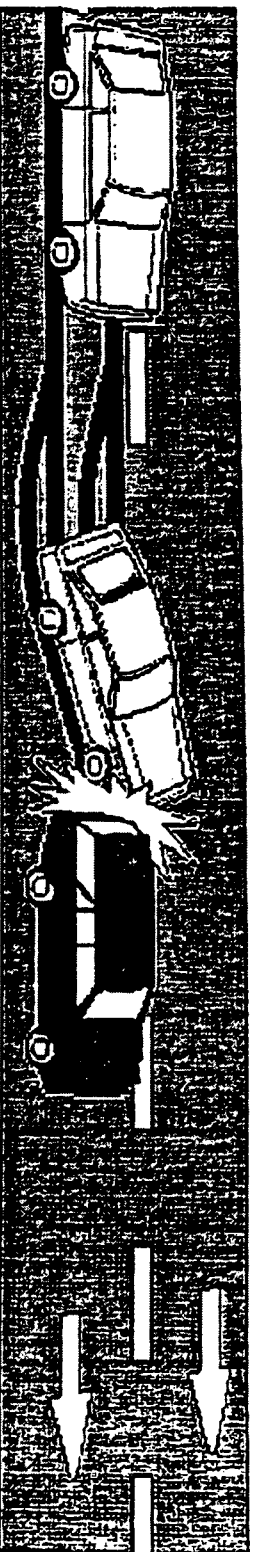


CHECK THE OWNER'S MANUAL FOR SPECIAL CONCERNS...

WITH ANTI-LOCK BRAKING SYSTEMS, DO NOT:

DRIVE MORE AGGRESSIVELY...

PUMP THE BRAKES...



FORGET TO STEER APPROPRIATELY...

BE ALARMED BY NOISE & VIBRATION...



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Transparency B